

OFFICE OF TRAINING AND EDUCATION LONG-RANGE PLAN

I. Office of Training and Education (OTE) Long Range Plan Synopsis

The resource problems of the past and the present are beginning to impact on the future. The future themes outlined in all Phase III Planning Papers forecast grave consequences for the OTE if the current resource trend does not change. Even though efforts are being made to alleviate future problems for OTE through the mechanism of supplemental support packages tied to future Agency growth, the Office finds itself looking at another come-from-behind situation. If OTE is to respond to future growth in training requirements it has to prepare now. With the exception of operations training methods, OTE's programs will need significant updating to deal with future change. We must begin today to develop the capability to deal with the training requirements of the future, while responding to the heaviest training demands in our history.

The Agency of the future will continue to be populated by specialists performing highly differentiated functions, while the need for collaboration in decision making and problem solving will increase. Automated systems may hold the key to improving the necessary internal communications and information sharing process. Even though they will be simple to operate, these systems will fail us if we are not able to change as an organization to enable us to use these systems to their design potential. This change will produce requirements to train our clerical employees to assume a totally new role and at the same time to train our leaders to exploit the systems. This transition into the age of automation will cause many organizational problems. One step that must be taken now to reduce these problems is to integrate OTE into the planning process throughout the Agency. Only by taking this action today can the Agency expect OTE to meet its requirements in the future.

II. OVERVIEW

A. Major Concerns of the Past Several Years

Throughout most of the past decade the Office of Training and Education (OTE) has been absorbing new requirements into existing resources. The result has been a struggle to maintain a increasing level of training in relation to a growing Agency and expanding requirements. In the more recent past, the last three years, OTE has begun to put forward new initiatives in training to respond to Agency requirements. The resource strategy has been to request increasing resources to alleviate the limitations of classroom and conference space; funds to recapitalize existing facilities and equipment; additional positions to deal with new requirements for all OTE components and for language and operations training in particular; and additional staff to enable instructors to develop new methods and techniques. The outcome of the budget call for OTE has continued to put the Office in a situation of having to make due with limited resources while hoping for end of year funds to get a step ahead of the demands for training and employee development.

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B. Current Major Issues

The major issues in OTE's current operation continue to be those described in the preceding paragraph. While adequate facilities, services and equipment continue to be a general resource problem, some training requirements demand immediate attention and support if the Agency is to make the transition through the growth projected in the next ten years. These specific, critical requirements range across the OTE training spectrum: language training, information handling, training in covert action and counterintelligence, training for analysts, the development of management skills, and perhaps the most important requirement, to prepare the clerical employee to perform in the automated office environment.

C. Future Directions

What will OTE have to do in the next 10 years to continue to meet the Agency's training requirements? The future directions and success of the training mission will depend on the degree with which training is integrated into every ongoing activity and the planning of all future initiatives. In a variety of areas OTE will seek to achieve diverse yet complimentary goals. At the same time that training objectives must become more focused to satisfy specific requirements, broader educational objectives will be necessary to deal with employee professional development. While more areas of training may become decentralized to the point of becoming component conducted training, some areas for management and executive development will become more centralized and come under stronger control.

The role of change agent for the Agency will be properly assumed by OTE in the next decade as the value of training becomes more important in dealing with the rapid changes we will experience in our workforce and the environment in which we work. A larger diverse workforce in an automated setting will require changes and standardization in the way we communicate and make decisions. Our Agency culture will place more value on collaboration and will have to learn and institutionalize the process. Management analysis of jobs and their organizational relationships will become increasingly important along with the process of selection of employees to fill the positions. The role of OTE will include making available process consultants and facilitators to assist Agency line managers in applying concepts such as decision analysis. We have already demonstrated the value of this particular service in some specific instances in providing assistance to the Directorate of Operations, the Directorate of Intelligence and the Intelligence Community,

The profile of OTE's offerings will change considerably with more offerings of specialized and shorter programs available in all areas including language instruction, where the demand for intensive "survival" programs will increase. Other changes in foreign language instruction will include the adoption of computer assisted instruction (CAI) and the possible development of the capability to train students in an overseas environment on a tutorial basis.

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We will see an increased need for rotational officers to fill training positions with specific content expertise, and an increased need for MT careerists to seek experiences through rotational assignments throughout the Agency. The use of external experts, consultants and guest speakers will also increase along with the attendance of Agency personnel in external training programs. OTE will play a role in helping identify and evaluate these external training resources and insure their sponsorship is legal and appropriate to Agency requirements.

Perhaps the most important organizational change that will take place to influence the training curriculum will be the enhancement of the Curriculum Committees' review process and the directorate Senior Training Officer (STO) network. A primary goal will be to place senior MT Careerists in the STO positions.

While OTE in general will see extensive changes in its training process one significant area will experience minor changes. This area is the area of operational training where the volume of training will increase and some of the tools used by the case officer will change, but the methods of training which have been tested and proven through the Agency's history will not change significantly.

III. Phase III Planning Papers

The impact of the Phase III Planning Papers on the Office of Training and Education (OTE) in particular and the training of Agency employees in general will be a significant event in OTE's history. One of the Agency's concerns will be to bring employees onboard and get them to a productive level as fast as possible. The selection of training methods and programs for these employees will be almost as important as the selection of the employees themselves. To meet the resulting training requirements OTE will build programs that have long term application or include Agency specific information while contracting out for short term requirements that do not need to be Agency specific in their substance. To meet some specialized requirements OTE will decentralize some of its training programs and conduct them much in the fashion of component training, while others will be set up as self-study, self-paced programs on interactive video terminals.

The training requirements of the Agency will cause a need for change within OTE. Significant changes will occur in the manner we design and deliver our product as well as in the tools that we use. This change will also influence our career service in the same way the Agency workforce will be effected in the next decade. Instructors and employees in general will find that some of their skills are less than adequate if not obsolete. Training will play a role in dealing with this change by retraining employees for new jobs and training managers to deal with employees that feel trapped in the career squeeze. In order to accomplish the objectives of such a role, OTE will have to be included and become more involved in the planning stages of all Agency programs and projects which will create training requirements or have the potential to change the Agency's work environment. Beginning with the FY 1985 Budget Call, training support for new initiatives, particularly those including significant increases in staff employees, should be planned by the initiating component to include resources for OTE to provide the training required. These initiatives should also include projections of training requirements for the outyears. This approach, though similar to the supplemental support concept initiated in the FY 1984 program, will be more effective because it will assure the proper allocation of training resources for each initiative. To accomplish this type of fiscal planning OTE will provide an internal consulting capability to components to help identify specific training objectives and resource requirements.

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IV. Resource Requirements

The most important resource requirement to enable OTE to serve the Agency adequately in the future is the need for more and better qualified personnel. The numbers of training staff to be added as projected in the supplemental support package system will probably be sufficient, up to [] positions in FY 1984, but the timing of increasing the number of instructors is wrong. We need the personnel now before the Agency grows. The capability to deal with future requirements must be developed today and the present day staff is fully extended meeting current needs and is unable to allocate time for new systems development.

Projections for analyst training indicate that the requirements for the OTE/Intelligence Training will double by FY 1985, while the information handling training will increase by about [] instances of training per year. The projected training requirement for word processing to support the Directorate of Operations alone is [] instances of training in FY 1983 and 1984. The increase of [] personnel by 1992 to enhance analytical capabilities will add to existing requirements in all training areas. The requirements for OTE staff personnel resources will depend on which specific training objectives cannot be met by external training and which are Agency specific. More information will be necessary on a year to year basis to properly determine resources beyond the supplemental support packages for FY 1984. 25X1, X1

Classroom space, which is already a resource problem, will not be adequate in the new building making it necessary to retain leased space in the Chamber of Commerce Building or some other commercial building in the Headquarters area. Some relief for classrooms will come through decentralizing some training programs and the use of computer based training and interactive terminals for establishing self-study training modules. The cost of the new equipment, an upgraded self-study center and more important the cost of developing training software will become a significant resource requirement.

Operations training requirements, if spread over the next decade will require the running of two additional operations training cycles per year. The existing location and the planned self-contained training facility will be adequate to handle the requirement for operations training by displacing some of the Headquarters conducted training and conferences currently held at that site. The increase will require about [] additional staff instructors and support personnel. 25X1

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